

September 2019 Special Education Update

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Dyslexia Emergency Rules

WAC 392-162-120 provides funding parameters to school districts that choose to be early adopters of the Early Screening of Dyslexia (E2SSB 6162) starting in the 2019-2020 school year. Definitions of some of the vocabulary used in the rule is available on [OSPI's website](#). More information about the state [Dyslexia Advisory Council](#) is available online, as well as the Reviewing the Literacy Screening Tools Selected by the Dyslexia Advisory Council [webinar](#).

Dyslexia Advisory Council Update

The Dyslexia Advisory Council has recommended six literacy screening tools that “indicate typical literacy development and/or weaknesses associated with dyslexia.” OSPI, on behalf of the Dyslexia Advisory Council, has published a [webpage for school districts to view the list of literacy screening tools and resources](#). Washington school districts are expected to implement the [early screening of dyslexia](#) statute by school year 2021–22. School districts wishing to implement earlier can use [learning assistance funding](#) to purchase the Dyslexia Advisory Council recommended literacy screening tools. In the coming year, the Dyslexia Advisory Council will develop the following: best practices for implementation of the literacy screening tools and use of Multi-tiered Systems of Supports, sample education for parents and families including resources and best practices for students in grades 2 and above who show indications or weaknesses associated with dyslexia.

For more information, please contact Aira Jackson, Director of English Language Arts, at 360-725-6228.

Special Education Advisory Council (SEAC) Meeting October 9-10, 2019

October 9-10, 2019 at 8:30 a.m.–4:30 p.m.

The SEAC will conduct a two-day meeting at the Red Lion, 221 N. Lincoln St, Port Angeles, WA. The first day of the meeting begins October 9, 2019 at 8:30 a.m., adjourning at 4:30 p.m. The second day, October 10, 2019, begins at noon and ends around 4:00 p.m. Public comment is reserved for October 9) from 2:30 p.m. to 3:00 p.m. If there are no members of the public in attendance who would like to comment, public comment will be amended and the meeting will continue with the next agenda item. Parties interested in providing public comment via email may contact the SEAC Executive Assistant by email at SEAC@k12.wa.us no later than three business days before the event.

Community Forum – October 9, 2019 at 6 p.m.-7:30 p.m.

The SEAC is hosting a community forum event in Port Angeles on **October 9, 2019 from 6:00 p.m.-7:30 p.m.** at Elwha Klallam Heritage Center (Eagle's Nest), 401 East First, Port Angeles, WA 98362.

The SEAC is committed to engaging stakeholders throughout our schools and communities. The goal of the forum is to have participants learn more about the SEAC, its role in our state, and to collaborate in creating a shared understanding of what inclusion means for our students. The forum will begin with a brief presentation about the SEAC and its role in our state. We will then break into small groups for a

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facilitated discussion. At the conclusion of the meeting, the small groups will report highlights from the discussion to the entire audience. The discussion will be documented throughout the evening by SEAC members and shared with the entire Special Education Advisory Council membership.

If you are able to attend the community forum, please fill out the [Survey to RSVP](#). Feel free to share this invitation and survey with others who may be interested in attending. RSVP no later than Wednesday, October 2, 2019.

Accommodations at the SEAC meetings and Community Forum for Persons with Disabilities

To arrange accommodations for persons with disabilities, please contact the SEAC Executive Assistant at 360-725-6075, TTY 360-664-3631 or by email, SEAC@k12.wa.us no later than October 1, 2019. Please note that the Americans with Disabilities Act (ADA) does not require OSPI to take any action that would fundamentally alter the nature of its programs or services, or impose an undue financial or administrative burden. If you have questions, feel free to contact SEAC@k12.wa.us.

IDEA Compliance Package (iGrants Form Package 442/642)

The 2019–20 IDEA Compliance Package (iGrants Form Package 442/642) will be available in mid-September in iGrants. Noncompliance identified through monitoring activities, safety net, district data submissions, due process decisions, and indicator performance during 2018–19 is included in this form package. As a reminder, all issues of noncompliance are required to be corrected by the LEA/ESA as soon as possible, but no later than March 2, 2020 (see WAC 392-172A-07010 (3)). A summary of the correction must be processed through pages two and three of Form Package 442 (school districts) or 642 (ESAs). Form Package 442/642 is only required to be completed and submitted to OSPI if the LEA/ESA had non-compliance identified during the 2018-9 program year. IEPs that were submitted for safety net reimbursement in 2018–19 and were not funded due to noncompliance issues are listed on Page 2 – Student Specific Corrections of iGrants Form Package 442/642. Should the district/ESA wish to submit the IEP for safety net reimbursement in 2019–20, the IEP must be corrected by the district and verified by the ESD prior to submission. All non-compliant IEPs will be prorated from the date of 442/642 correction, if not corrected and verified prior to the beginning of the 2019–20 school year.

The [Special Education Advisory Council 2018-19 Annual Report](#) is also available.

Inclusionary Practices Project Update

Over the past two years, OSPI has been partnering closely with stakeholders in support of more inclusive schools, culminating with the Inclusionary Practices Professional Development Project. In the 2019-2021 biennium budget, [Engrossed Substitute House Bill 1109](#) was passed. This project provides OSPI with \$25,000,000 over a two-year period to conduct statewide professional development (PD) that focuses on increasing educators' capacity to teach inclusively, including supports for district and school administrators to cultivate school cultures and systems that foster whole-school inclusion. Inclusion is the concept that all students with disabilities are provided accommodations and specially designed instruction to meaningfully engage with the core curriculum in general education settings alongside their nondisabled peers.

Planning and implementing for the Inclusionary Practices Professional Development Project includes placement/Least Restrictive Environment (LRE) data collection and analysis, resource and initiative mapping, and ongoing collaboration with a comprehensive list of internal and external partners to help inform the project's scope and approach. To provide overarching coordination of this multi-faceted project, OSPI is contracting with the [Center for Strengthening the Teaching Profession](#) (CSTP). CSTP, a Washington-based organization with deep ties to the education community in support of educator development, will provide invaluable expertise for enhancing the ability of schools to meaningfully include

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all students in core content within general education settings. OSPI and CSTP are currently finalizing a list of potential pilot schools to partner with during the initial project rollout. Invitations to selected schools will be sent out soon and will include a variety of ways to partner and opt in. Additionally, a [request for proposals](#) (RFP) has been posted to engage professional development partners, such as school districts, schools, and ESDs, in this work. A pre-bid conference for interested parties will be held on Tuesday, September 9, 2019, at 2pm, at OSPI (600 Washington St SE, Olympia, WA; Executive Conference Room). The letter of intent for consultants intending to submit a proposal is due by 5pm on Friday, September 13, 2019, and all proposals are due by 3pm on Monday, September 23, 2019.

Updates for the project – including research and data, implementation updates, and our growing list of partners – can be found on the [project webpage](#).

If you have any questions about the project, please contact [Nasue Nashida](#), CSTP Executive Director, [Tania May](#), OSPI Director of Special Education, or [David Green](#), OSPI Special Education Program Specialist.

[Sign up through GovDelivery to receive updates on this project!](#)

Multiple Pathways to Graduation (House Bill 1599)

House Bill 1599 expands the ways Washington students show their readiness for their next step after high school. Building off a robust plan (High School and Beyond Plan) and quality instruction across core academic areas, completing a graduation pathway helps prepare students for what comes after high school graduation. It also signals to employers and post-secondary education/training institutions a student's readiness for that step.

House Bill 1599 provided for a two-year transition period to remove the Certificate of Individual Achievement (CIA) pathway, which was available to students with disabilities. School district leaders are encouraged to review the CIA data for their district, identify supports and services needed to ensure students with disabilities are able to equitably access all available pathways, and engage school communities in conversation and training in preparation for this transition.

For more information, please visit the [Multiple Pathways to Graduation](#) website.

DCYF & OSPI Joint ESIT Memo

The [joint memo](#) from the Early Support for Infants and Toddlers (ESIT) and the Office of the Superintendent of Public Instruction (OSPI) is being provided to support mutual understanding of the proviso language which was included in the state budget. The 2019 budget proviso requires that the Division of Children, Youth, and Families (DCYF) submit a proposal to transfer the annual allocations appropriated in the Omnibus Appropriations Act for early intervention services for children with disabilities from birth through two years of age, from the Superintendent of Public Instruction (OSPI) to the DCYF beginning July 1, 2020.

Links to the [complete proviso language](#), [frequently asked questions](#) and contact information are also included in the memo. If you need further support, please reach out to Laurie Thomas, ESIT Program Administrator, by phone at 360-725-3516 or by email at laurie.thomas@dcyf.wa.gov or contact Glenna Gallo, OSPI Assistant Superintendent of Special Education, by phone at 360-725-6075 or by email at glenna.gallo@k12.wa.us.

Specific Requirements for Students with an Individualized Education Program (IEP)

In 2019, the Washington Legislature recognized and specifically addressed the language needs of parents of students eligible for special education services within [ESHB 1130](#):

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1. Beginning in the 2019-20 school year, school districts must document the language in which families of special education students prefer to communicate and whether a qualified interpreter for the student's family was provided at any planning meeting related to a student's IEP or plan developed under section 504 of the rehabilitation act of 1973 and at meetings related to school discipline and truancy.
2. For the purposes of this section, "qualified interpreter" means someone who is able to interpret effectively, accurately, and impartially, both receptively and expressively using any necessary specialized vocabulary.

These new state requirements align with existing language within the Individuals with Disabilities Education Act (IDEA), WAC 392-172A-03100 (Parent Participation), and WAC 392-172A-05001, which provides for [Procedural Safeguards](#) that require school districts afford parents opportunity to participate in meetings related to the identification, evaluation, educational placement, and the provision of a Free Appropriate Public Education (FAPE) for their student, and are provided information in the parent's native language or other mode of communication (e.g., American Sign Language). WAC 392-172A-03100 places with the district the responsibility to ensure that the parent understands the proceedings of an IEP meeting, stating "the school district must take whatever action is necessary to ensure that the parent understands...including arranging for an interpreter...". Additionally, WAC 392-172A-05010 (Prior notice and contents) requires that prior written notice be provided in writing in the native language of the parent following school district decisions that propose or refuse to initiate or change the identification, evaluation, educational placement, or provision of FAPE.

The new state requirements afford additional protections to parents of students with an IEP, in that they specifically extend the meetings for which an interpreter must be provided to also include any planning meeting related to the IEP and meetings related to school discipline and truancy, and also require documentation of both the language and that a "qualified interpreter" was provided.

School districts will want to review current policies, procedures, and practices to identify if changes are needed in areas such as:

- Student Information Systems (SIS) to document home language of parents
- IEP and 504 Plan forms, to document the attendance of a qualified interpreter, when needed
- School discipline and truancy forms, to document the attendance of a qualified interpreter, when needed
- Professional development for school staff responsible for scheduling and facilitating meetings (including meetings which address IEP planning, IEPs, and school discipline and truancy) on language access requirements, processes to obtain interpreters in a timely manner, and documentation of the use of interpreters
- Availability of qualified interpreters (i.e., pool) to meet the languages of parents within the district, including a process to ensure interpreters possess the necessary specialized vocabulary for the meeting content and are knowledgeable of confidentiality requirements
- Development of an internal collection and reporting process, to monitor the implementation of these requirements and identify additional needs

This is also an opportunity to review the processes and practices already in place which address IDEA and relevant WACs in 392-172A, to create a seamless system and ensure parents are able to actively participate in their student's special education planning. School districts will want to examine the range of options available, and which staff are aware and actively access interpreters, to meet the requirements of WAC 392-172A-03100. Districts may wish to consider providing guidance to staff on when translated documents are needed/provided, how to determine if an interpreter is needed, how to document

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informed consent from parents, ensuring accurate interpretation, and ways to increase collaborative efforts for providing special education and English language services.

Learning Assistance Program (LAP)

Students throughout the state of Washington receive tutoring, extra classes, summer programs, and other interventions with the help of funds from the Learning Assistance Program (LAP). The state of Washington invests several hundred million dollars per year in LAP to help students struggling to meet grade level standards. About 13 percent of students statewide are served by LAP. Other students struggle but are not served by LAP.

OSPI convenes [expert panels](#) annually to identify the practices that best help students grow and succeed academically. Their work informs the Menus of Best Practices for Math, English Language Arts (ELA), and Behavior. [The 2019 Menus of Best Practices may be found on OSPI's website.](#)

For more information, please contact Dr. Jon Mishra, Director of Title I/LAP at 360-725-6100.

2018–19 Restraint and Isolation Reporting

The 2018–19 Restraint and Isolation data reporting application in EDS will open mid-November and is due by 12/31/19. At this time, OSPI is anticipating that the 2018–19 school year will be the final year of reporting restraint and isolation incidents via the EDS application. Beginning with the 2019–20 school year, restraint and isolation will be only be reported through CEDARS, file S. [The CEDARS manual with the updates concerning restraint and isolation is located on the OSPI website.](#) For more information on data collection or technical assistance regarding restraint and isolation practices and reduction efforts, please contact Lee Collyer by phone at 360-725-6075, or by email at lee.collyer@k12.wa.us.

Sexual Health Education Workgroup

As required by the 2019–21 Washington State Enacted Operating Budget (ESHB 1109 Section 501[3][h]), the Office of Superintendent of Public Instruction (OSPI) has convened a Sexual Health Education Workgroup to:

- Review provisions related to sexual health education in the 2016 Health Education K-12 Learning Standards.
- Review existing sexual health education curricula in use in the state for the purpose of identifying gaps or potential inconsistencies with the learning standards.
- Consider revisions to sexual health provisions in statute.
- Consider the merits and challenges associated with requiring all schools to offer comprehensive sexual health education to students in all grades by September 1, 2022.

A [public survey](#) is available through September 22nd to provide opportunities for a broad array of stakeholders to inform this work.

More information on the Sexual Health Education Workgroup is available on [OSPI's website](#).

Program Review Monitoring Schedule – 2019–20 School Year

Please see the table below listing the school districts scheduled for systems analysis activities (on-site visits, off-site desk reviews, and district self-assessments) through the Washington Integrated System of Monitoring (WISM) for the 2019–20 school year.

Desk Review	
ESD	District

Self-Assessment	
ESD	District

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189	Arlington
189	Blaine
189	Burlington-Edison
123	Clarkston
189	Lakewood
189	Meridian
123	Othello
123	Pomeroy
189	San Juan Island
189	Snohomish
189	South Whidbey
189	Stanwood-Camano
On-Site Review	
ESD	District
121	Ashe Prep Academy
189	Edmonds
121	Enumclaw
112	Longview
189	Oak Harbor
123	Pasco

123	Asotin-Anatone
189	Concrete
189	Conway
123	Kennewick
189	Lake Stevens
189	Lopez Island
189	Lynden
189	Mount Baker
189	Orcas Island
123	Paterson
123	Prescott
123	Prosser
123	Richland
123	Touchet
123	Waitsburg

Post-School Survey

The Post-School Survey is now open. School districts have until November 1, 2019 to make contact with a minimum of 70 percent of their 2017–2018 special education leavers and follow up on their activities since leaving high school. OSPI appreciates district assistance, as these data are used for resource planning at the state level, in addition to the district level. [Please visit the CCTS website to access the 2018 Post-School Survey Guide, FAQ, and other helpful resources.](#)

Special Education and Institutional Education Directory

[The Special Education and Institutional Education Directory is posted on the OSPI website.](#)

The directory is updated monthly, on the first working day of every month. Submit changes to speced@k12.wa.us.

Please note, districts must update the contact information with the Special Education office, when needed, to receive emails sent out from the Special Education office. Updating your district’s contact information in the Special Education and Institutional Education Directory does not update your district’s information in iGrants.

Updating District Contact Information in iGrants

Districts must also update their contact information in iGrants frequently.

There are two places where districts need to update their contact information.

1. The Required Pages section, District ID tab. This tab includes the district’s iGrants Administrator.
2. The Contact tab within each form package.

See page nine of the [iGrants User Manual](#) for more information on required pages.

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2019–20 Guide for Annual Activities, Reports, and Grant Packages

The "Guide for Annual Activities, Reports and Grant Packages 2019–20 School Year" has been posted to OSPI's Special Education website. This Guide informs districts of important activities, reports, and grant packages and includes: (1) the name, description and the date action needs to be taken by the district/ESA; (2) whether the activity, report or grant is required or optional; and, (3) a list of what areas are impacted. Please note that the Guide is not inclusive of all possible activities, reports, and grants throughout the school year. If you have any questions about the Guide, please contact the Special Education Office at 360-725-6075.

[The Guide](#) is located on the [Special Education Resource Library](#) under Quick Links.

August Newsletter: Attendance

In August, the Office of System and School Improvement (OSSI) released a newsletter [focusing on attendance](#). The newsletter provides resources, tips, tools, and information on how Washington is moving to support attendance to make sure learners get the most out of their education.

ESD Liaison Assignments

The Special Education Division at OSPI is pleased to announce the following ESD Liaison assignments for 2019–20.

ESD	Liaison	Co-Liaison
Northeast Washington ESD 101	Alexandra Toney	
ESD 105	Jennifer Story	Kathryn Mayer
ESD 112	Lee Collyer	Michael Snow
Capital Region ESD 113	Andrew Stashefsky	
Olympic ESD 114	Lee Collyer	
Puget Sound ESD 121	Scott Raub	David Green
ESD 123	Liz Stewart	
North Central ESD 171	Bill Elvey	Ryan Guzman
Northwest ESD 189	Alyssa Fairbanks	

OSPI Released a Redesigned Website

Over the past year, we completely redesigned our website to make it more user-friendly and accessible for individuals with disabilities, as well as for users on mobile phones and tablets.

We based all major decisions about the design and structure of the new site on several surveys and studies of parents and families, educators, district administrators, and members of our communities statewide.

Our content is now sorted into six categories:

1. **Student Success** (containing information about graduation, learning standards and materials, [special education](#), health and safety, support programs, and more).
2. **Certification** (containing information about certification requirements, National Board Certification, fingerprint and background check requirements, and more).
3. **Educator Support** (containing information about mentoring and supporting beginning teachers, the Teacher/principal Evaluation Program, educator awards, and more).

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4. **Policy & Funding** (containing information about school apportionment, special education funding, legislative priorities, grants, school facilities funding, and more).
5. **Data & Reporting** (containing information about the School Report Card, logging into the Education Data System, data sharing with OSPI, and more).
6. **About OSPI** (containing information about the superintendent and the agency, contacting OSPI, news releases, and more).

The special education content is located within the Student Success category.

We launched our new site on Monday, July 1. You will still find us at www.k12.wa.us. All links to our pages will redirect to the correct link on the new site, unless the webpage or document has been removed. If you are currently linking to our content, please check to be sure the link still works on or after July 1.

This is just version 1.0 of our redesigned website. In reality, the website will be evolving every day as we add, revise, remove, and improve content in order to best serve our users.

If you have questions or feedback on the new website, please fill out the [Ask OSPI form](#).

October – Disability History and Awareness Month

During the month of October Special Education at OSPI will be releasing resources for people with disabilities and their families. These resources will be centered around the Special Education Priorities, and their meaning when used by people with disabilities and the people in their life. For any questions or resources you would like to see utilized, please contact [Jess Inocencio](#) in Special Education.

OSPI Special Education Priorities

OSPI Special Education Priorities: [Improving Outcomes for Students with Disabilities](#).

Tips from the Special Education Division: Reminders to the Field

When Do Students Start Receiving Special Education Services?

Each school district must have in effect an individualized education program (IEP) for every student within its jurisdiction who is eligible to receive special education services at the beginning of the school year (WAC [392-172A-03105](#)). The beginning of a new school year, however, often brings questions about when students eligible for special education will start receiving services.

School districts are reminded that they cannot arbitrarily determine when special education and related services will begin or schedule them to begin after the start of the school year for some providers ([SECC 16-29 \(2016\)](#)). Furthermore, a school district policy mandating that services for all students eligible for special education will begin at a specific time after the beginning of the school year (e.g., the third week of the school year) would not be consistent with the IDEA and its implementing regulations ([Letter to Ackerhalt](#)). 60 IDELR 21 (OSEP 2012).

The IEP team, which includes the parent(s) and school district officials, determines the projected date for the start of a service based on the individual needs of the student. The IEP team, on a case-by-case basis, may determine that the individual needs of the student require that the start date of a service should occur the first week of school or some other time after the beginning of the school year. Any decision by an IEP team regarding the anticipated start date for services must be documented within the IEP (WAC [392-172A-03090](#)). The expectation, however, absent any other documented decision from an IEP team, is that students eligible for special education start receiving services at the beginning of each school year.

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School districts may want to remind school leaders and providers of these requirements, and encourage them to proactively address questions and concerns prior to the start of school to ensure each student accesses an appropriate education.

Professional Development

School Discipline, Substance Use and Restraint & Isolation: Policy and Proactive Approaches to Support Positive Behavior

Facilitators: Mandy Paradise, Joshua Lynch and Lee Collyer

OSPI is providing trainings on school discipline and related policy. The integrated session highlights proactive approaches to support positive behavior and eliminate punitive discipline practices. Building and district level teams are strongly encouraged to attend.

Expect the following topics:

- Best practices and behavior supports
- Relational approaches
- School discipline and emergency intervention procedures
- Legal requirements
- Prevention/Intervention within an MTSS

Who should participate?

- District administrators, building principals, teachers, special education and 504 coordinators, MTSS leads and Title I/LAP coordinators
- Advocates and stakeholders

Training dates and locations

- September 30, 2019 - [ESD 113, Tumwater](#)
- October 7, 2019 - ESD 101, Spokane
- TBD - ESD 121, Renton
- October 30, 2019 – ESD 189, Anacortes
- November 6, 2019 - [ESD 114, Bremerton](#)
- November 13, 2019 – [ESD 105, Yakima](#)
- November 20, 2019 – ESD 171, Wenatchee

Additional locations to be determined for November and beyond:

- ESD 112
- ESD 123

CEC's Division on Career Development and Transition International Conference

The Council for Exceptional Children (CEC) is offering a three-day conference from **October 23-25**. This conference provides a host of information and networking opportunities for those interested in improving lives of individuals with disabilities. The missions of Division on Career Development and Transition (DCDT) is to promote national and international efforts to improve the quality of, and access to, career/vocational and transition services, increase the participation of education in career development and transition goals, and influence policies affecting career development and transition for persons with disabilities. A list of [keynote speakers for 2019](#) is currently available, as is the [conference schedule agenda](#) and [pre-conference information](#). Conference [registration](#) is available online.

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2019 WASA Fall Conference

Date: October 8, 2019

Location: Four Points by Sheraton Seattle Airport South

Theme: Promoting Positive Student Engagement: Moving Beyond the Law

Presenter: Dr. Rosemarie Allen

About the Conference

Every school district in Washington State is required to have policies in place that describe which student behaviors are and are not acceptable and are consistent with state laws. As educators, you are called upon to develop and implement practices that ensure students are given opportunities to achieve personal and academic success.

To assist in this process, WASA's Fall Conference will provide:

- Presentations by keynote speaker Dr. Rosemarie Allen.
- An update on the legal aspects and implications of the Student Discipline law.
- A panel of representatives from OSPI and several education associations to address available assistance.
- Time for attendees to meet in job-alike groups to address common issues.
- Time for building and/or district teams to plan collaboratively.

Target Audience:

- District and building administrators. Team participation is encouraged.

Registration is now open!

- Breakfast, lunch, and WA State Approved Clock Hours are provided.
- Register by September 27, to receive the discounted rate:
- WASA Active/Associate Member: \$250
- WASA Intern/Life Member: \$125
- Non-member Conference Attendee: \$275

Washington State Association of School Psychologists (WSASP) Annual Fall Conference

Registration is **open** for WSASP's Fall Conference! Sessions will run from the morning of Thursday, 10/17/19 until the afternoon of Saturday, 10/19/19.

Please click each link for the [schedule](#) and [brochure](#).

For up-to-date information on the conference, including any alerts to sessions which may be cancelled during the conference, please visit the [Fall Conference website](#) often.

For the hotel rate of \$159, please contact the Davenport directly at: 509-455-8888.

2019 TASH Conference

December 5–7, 2019

Each year, the TASH Conference brings together their constituents to share resources and success stories, learn about field-driven best practices, and network within a community engaged in shared values.

Conference Location

This year's conference will be held at the [Sheraton Grand at Wild Horse Pass](#), 5594 West Wild Horse Pass Blvd., Phoenix, AZ 85226. The nearest airport is the Phoenix International Airport (PHX). [Preview the property!](#)

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Conference Registration

Registration for the 2019 TASH Conference is open! Conference rates are listed below. Registrations can be submitted one of two ways: online or via our paper registration form. Be sure to [review TASH's registration policies](#) first.

Designing School Schedules for Effective Interventions

OSPI, in cooperation with the Washington Association of School Administrators (WASA) and the Association of Washington School Principals (AWSP), supported virtual professional development on the design of school schedules to effectively support interventions, within a Multi-tiered System of Supports (MTSS). This presentation is applicable to schools of all grades, for all school and district leaders responsible for instructional design and delivery, and can be used to initiate conversations at the district and school levels. The recording, and support materials, are available on [WASA's website](#).

Intensive Intervention in Mathematics Course Content is Now Live!

The National Center on Intensive Intervention (NCII), through collaboration with the University of Connecticut and the National Center on Leadership in Intensive Intervention and with support from the CEEDAR Center, developed course content focused on enhancing educators' skills in intensive mathematics intervention. The course includes eight modules that can support faculty and professional development providers with instructing both preservice and inservice educators who implement intensive mathematics interventions through DBI. All eight courses are available on [NCII's website](#).

Special Education Technology Center (SETC) Fall Conference

The Special Education Technology Center (SETC) is holding a conference: **Personalize Learning with the UDL Lens** in Spokane on November 13, 2019. Information on [registration for the conference](#) and the Fall 2019 [webinar offerings](#) are currently available online. More information is available on the provided flier below.



SETC Fall Conference – November 13, 2019
Personalize Learning with the UDL Lens



Luis Pérez, Ph.D. CAST Presenter



Kathleen McClaskey, M. Ed.

Session 1:

9:00-12:00

**Personalize Learning with the UDL Lens:
Empower All Learners with Agency and Self Advocacy Skills**
Presented by both Luis and Kathleen

Session 2:

1:00-3:00

Build a Personal Learning Backpack with Technology Tools and Skills
Presented by Luis

Session 3:

3:00-4:00

Action Plan: Putting Tools and Technology into Practice
Facilitated by SETC staff

Conference Fee: \$95 in Spokane, includes lunch
\$45 in Remote Locations: Bellingham, Bellevue, Tacoma, OESD
Meals and refreshments provided at the Spokane location
only. Clock hours are available for a small fee from ESD105.



News from Assessment

WA-AIM Fall Trainings

2019 WA-AIM fall training dates and locations have been set. Please see the [WA-AIM Training](#) page for a full list of dates and locations and the agenda.

Train the Trainer materials are available for districts who wish to train their own staff. Please contact Toni at toni.wheeler@k12.wa.us if you need access to the Facilitator's Guide and ppts. These materials are identical to what was provided in fall of 2018.

News from the Professional Educator Standards Board (PESB)

New Toolkit to Help District Implementation of Paraeducator Certificate Program

The paraeducator Certificate Program offers statewide standards-based training for all paraeducators, and supports a career growth ladder for those who wish to advance their career as a paraeducator or pursue a teaching profession.

Beginning with the 2019–20 school year, school districts are required to:

- Meet paraeducator minimum employment requirements; and
- Provide two days (14 hours) of training on the Fundamental Course of Study.

Implementation toolkit

A new toolkit is now available to assist school district staff who are responsible for implementing the required training. Educational Service Districts (ESDs), unions, community colleges, or any partners involved in supporting the professional development of paraeducators in Washington may also find the toolkit useful. PESB will add to, and update, the resource as appropriate.

In the toolkit, you will find resources to help you in the following:

- Exercises to determine district resources to implement the program;
- Standards of practice;
- Course outlines;
- Options on how to implement the program;
- Crosswalks; and
- An extensive FAW document.

Learn more

- If you have questions, please send them to the [Paraeducator Board's e-mail](#).
- Learn more about the Paraeducator Certificate Program

New Certification Requirements for Dual Endorsements

Beginning September 1, 2019, candidates for certification seeking one of the following endorsements are required to pair it with a second endorsement:

- Bilingual education
- English language learner (ELL)
- Special education (SPED)
- Early childhood special education

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- Science

For the bilingual education, ELL, SPED, and early childhood SPED endorsements, the second endorsement cannot be special education, early childhood special education, bilingual education, English language learner, or traffic safety.

For science endorsement, only teachers who have completed requirements for an endorsement in biology, chemistry, earth and space science, or physics are eligible to add science.

I currently hold a bilingual education, ELL, special education, early childhood special education or science endorsement. How does this impact me?

Washington State certified teachers who hold one of these endorsements prior to September 1, 2019 are not required to add a second endorsement.

Do both of the endorsements need to be completed through a preparation program?

Candidates need to complete at least one endorsement through a preparation program. The second endorsement may be completed through a program or through a [test-only process](#). Providers are responsible for clearly communicating testing and program completion requirements to applicants and candidates.

A candidate who has completed at least one program endorsement can be recommended to the OSPI certification office by the program. The candidate will be issued a certificate when they have met all requirements for certification.

What is the timeline for in-state program completers to apply for certification?

Candidates who complete programs prior to September 1, 2019, will not be required to meet the dual endorsement requirements as long as they submit an application to the OSPI certification office by December 31, 2019.

How do I get more information?

- [View our FAQ](#) to learn more about the dual endorsement requirement
- [Visit our website](#) to learn more about endorsements
- For more information on applying for a certificate, or the process of recommending a candidate, please contact the OSPI certification office by [e-mail](#) or at (360) 725-6400

Changes to ESA Certification

In July the Professional Educator Standards Board (PESB) approved several changes to the certification policy.

New ESA Certificate

The board approved a new ESA certificate role: school behavior analyst. More information on how educators can obtain this new certificate is available on the [PESB website](#).

Certificate Renewal Requirements: Initial and continuing certificates

Initial and continuing ESA certificate roles include school behavior analysts, school nurses, school occupational therapists (OTs), school physical therapists (PTs), school social workers, and school speech language pathologists/audiologists.

- These certificates can be renewed every five years

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- Previously, there were no clock hours required for reissuance of an initial certificate. Initial certificates now have a renewal requirements of clock hours or equivalent in credits or professional growth plans (PGPs) for applications received beginning September 1, 2020.
- Completion of a three-hour course in suicide prevention is required for renewal of school counselor, school psychologist, school nurse, and school social worker certificates. Approved courses available on [PESB's website](#).
 - Required for initial certificate renewal for applications received beginning September 1, 2020. This requirement is already in place for continuing certificates in these roles.
- Valid DOH license required for school nurses, OTs, and PTs. Valid BCBA required for behavior analysts.

School counselors and school psychologists

The residency and professional ESA certificate requires completion of an approved preparation program and can be renewed every five years with:

- 100 clock hours or the equivalent in credits or PGPs
 - Clock hours or equivalent must be aligned to the school counselor or school psychologists domains.
- Suicide prevention training: required for residency certificate renewal beginning September 1, 2020. This requirement is already in place for professional certificates in these roles.

For all ESA roles and certificates

A valid certificate issued by the National Board for Professional Teaching Standards (NBPTS), American Speech-Language-Hearing Association (ASHA), or National Association of School Psychologists (NASP) may be used in place of the clock hour requirement for certificate renewal.

A more detailed list of policy changes is available on the [PESB website](#). If you have questions about individual certificates, please [e-mail](#) the OSPI certification office or call at (360) 725-6400.

News from Student Engagement and Support

CARE: Confident Action and Referral by Educators Online Module Available

OSPI, in partnership with BASE Education and the National Center for School Engagement, has developed a training module to help educators recognize when a student is in emotional or behavioral distress including risk for suicide. The Confident Action and Referral by Educators (CARE) module is a free, one-hour resource that is available to anyone who works with students in Washington State. The module will help school staff to identify students who may be at risk and provides strategies on how to safely and effectively refer a student for help. CARE may be taken individually or in a group, and a Facilitator Guide is provided to guide staff through the specific examples, discussion questions, additional resources, and role play exercises.

More information about the course can be accessed via [OSPI's Suicide Prevention Webpage](#). [Join the course here](#).

For more information, contact Camille Goldy, Behavioral Health & Suicide Prevention Program Supervisor at 360-725-6071 or camille.goldy@k12.wa.us.

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News from Health Care Authority

Wraparound with Intensive Services

Wraparound with Intensive Services, or WISe, is a "Tier 3" service designed to support Medicaid-eligible children, youth, and their families with intensive mental health care. Services are available in home and community settings and offer a system of care based on the individualized need of the student.

This team will collaboratively develop and implement an individualized plan of care, monitor the efficacy of the plan, and work towards success over time

How is WISe different?

- WISe is based on a team approach to care that is guided and driven by the student and their family.
- WISe services and supports are available in locations and times that work best for students and families
- Crisis services are available any time of day (24/7).

Who is on a team?

Team members include natural supports (such as family, friends, and religious leaders) and the professionals who work with you and your family (such as counselors, school employees, Child Protective Services (CPS), and probation officers).

Who can receive WISe?

WISe is available to Medicaid-eligible children and youth from birth to age 21 that meet access to care standards (standards used by mental health agencies to get the right level of services to individuals).

WISe and Schools?

WISe providers assigned to work with students in your districts are excited to partner *with* administrators, teachers and support staff to support student success. Best practice models for WRAP programs such as WISe include regular participation and involvement from school staff who support the student during the school day. This team-based approach is part of what makes WISe such an effective intervention.

[How do I request services?](#)

To ask for screening, contact a WISe provider agency in your county. Review the [WISe referrals contact list](#) to see who to call to request a screening for WISe. For children and youth who identify as American Indian or Alaska Native, you can also review the [WISe referrals fee-for-service provider contact list](#). Contact Email: WISeSupport@hca.wa.gov

School-Based Health Care Services (SBHS) Training and Resources

Resources for returning school districts

Welcome back to a new school year! The *SBHS annual training for returning school districts* is now available on the [SBHS webpage](#). This training is intended for SBHS coordinators and school districts who are currently participating in the SBHS program. Also available for returning school districts is the *SBHS annual checklist*:

- *SBHS annual training for returning school districts* [video/pdf](#)

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- [SBHS annual checklist](#)

Resources for new school districts

New SBHS coordinators/districts should view the *SBHS 101 training* and the *Checklist for new SBHS coordinators* prior to viewing the annual training. New districts and coordinators may contact the SBHS program manager for more information about the SBHS program:

- [SBHS 101 training](#)
- [Checklist for new SBHS coordinators](#)

Resources for servicing providers

SBHS coordinators must share the following trainings and resources with their servicing providers to ensure SBHS program compliance:

- [SBHS Billing Guide](#)
- *Billing for audiology services* - [training video](#) / [pdf](#)
- *Billing for counseling services* - [training video](#) / [pdf](#)
- *Billing for nursing services* - [training video](#) / [pdf](#)
- *Billing for occupational therapy services* -- [training video](#) / [pdf](#)
- *Billing for physical therapy services* - [training video](#) / [pdf](#)
- *Billing for speech-language therapy services* - [training video](#) / [pdf](#)
- [NCCI edits training tool](#) (for all providers)

Reminders

The [SBHS Billing Guide](#) is the program manual for SBHS. All SBHS coordinators and providers must ensure they have access to the most current SBHS Billing Guide (effective 1/1/2019).

The SBHS Billing Guide and additional resources are available on the [SBHS webpage](#).

Questions?

Questions related to the SBHS program or any of the SBHS trainings and resources should be directed to the SBHS program manager at shanna.muirhead@hca.wa.gov.

News from Outside OSPI

U.S. Department of Labor Says the FMLA Can Be Used for IEP Meetings

The U.S. Department of Labor has confirmed, in a letter, that the Family and Medical Leave Act (FMLA) can be used towards attending IEP meetings for an employee's child. The Department states that FMLA covers a person "to care for the spouse, or a son, daughter, or parent, of the employee if such spouse, son, daughter or parent has a serious health condition" including "both physical and psychological care" and "making arrangements for changes in care."

In the letter, it is stated that an employee's attendance to CSE/IEP meetings is "care for a family member...with a serious health condition," and also states that "care for" includes taking leave to help make medical decisions on behalf of a hospitalized parent or to make arrangements to find suitable childcare for a child with a disability. Additionally, an employee may "make arrangements for changes in care," even if that care does not involve a facility that provides medical treatment.

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Child Health Notes Special Education

University of Washington, in collaboration with content area specialists and community partners, has released a new Child Health Note on Special Education. Child Health Notes are available as templates to allow the addition of local resource information. The Special Education CHN, as well as other topics, are available [online](#).

Department of Vocational Rehabilitation (DVR) Order of Selection Update – Repeat

DVR has been operating under an Order of Selection since November 2017. Since then, DVR has only had sufficient funds to serve individuals in Priority Category 1. All other Priority Categories are closed, and individuals determined eligible in those categories are on a waiting list for services.

DVR is pleased to announce that beginning in September, DVR will begin serving a limited number of individuals in Priority Category 2 who are on the waiting list. We expect to initiate services to about 200 individuals per month from September 2019 through June 2020, based on available funding. Individuals will be selected from the waiting list in the order that they submitted an application for services. Those with the earliest application dates will be selected first. Priority Category 1 will remain open.

Over the coming weeks, State Office will be reaching out to individuals on the Priority Category 2 waiting list to confirm whether they are still interested in receiving services and to document any changes to their contact information. We plan to send customers a letter by mail, and follow up by email or phone if there is no response to the letter.

There are approximately 5,800 individuals who are on DVR's waiting list, with about 4,000 in Priority Category 2. We look forward to initiating services to this group of individuals, and will keep you apprised of our progress.

Ensuring an Equitable Opportunity: Providing a High-Quality Education for Students with Disabilities – Repeat

The primary mechanism for ensuring students with disabilities receive the right educational content and rigor at the right moment in their education is the individualized education program (IEP). This new Council of Chief State School Officers (CCSSO) resource, [Ensuring an Equitable Opportunity: Providing a High-Quality Education for Students with Disabilities](#), details policy and practice considerations around individualized education program chiefs and state education leaders can reflect upon and implement in ensuring all students, especially students with disabilities, have access to a high-quality education.

The *Education for All Handicapped Children Act* of 1975 marked an historic win for civil rights when the doors to public education were opened for all students. For the first time, children with disabilities had access to a public education and the hope of a productive and fulfilling future. Today, the *Individuals with Disabilities Education Act of 2004* (IDEA), the most recent iteration of that law, aims to deliver on that promise; namely, that all students with disabilities have equitable access to a free appropriate public education (FAPE) in the least restrictive environment.

The *Every Student Succeeds Act of 2015* (ESSA), the recently reauthorized Elementary and Secondary Education Act of 1965, also aims to deliver on that promise; namely that all students, across all backgrounds and circumstances, are provided the opportunity to receive a high-quality education. However, effectively preparing students with disabilities for life after high school remains a challenge for states as evidenced by the significant educational achievement and opportunity gaps that persist between students with disabilities and their non-disabled peers. The increased alignment between the federal laws, bolstered further by an increased focus on improving the educational benefit for students with disabilities required by the unanimous Supreme Court ruling in the *Endrew F. v. Douglas County School Dist. RE-1*,

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presents an opportunity for state leaders to support school and district leaders in understanding a new landscape of delivering appropriate and effective educational services and supports for students with disabilities. This CCSSO document discusses policy and practice opportunities within this new landscape to ensure each and every child, especially children with disabilities, has an excellent education.



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